

PREDICTION

USING PREDICTION TO ENHANCE STUDENT LEARNING, COMPREHENSION AND ENJOYMENT

IEPC



| | | | | | | |
|--|------------------|---|--|--|--|--|
| | Step | Imagine | Elaborate | Predict | R E A D I N G | Confirm |
| | Student Guidance | <i>Given a prompt, what do you imagine feeling, thinking, seeing and smelling?</i> | <i>Elaborate-tell, describe, or give details of what you "see" in your mind.</i> | <i>Use these ideas to make some predictions or guesses about the passage to be read.</i> | | <i>Read to confirm or change your predictions about the passage.</i> |
| | Teacher Guidance | Start with title of reading or picture, ask students to close eyes and prompt with questions that will spark the senses. Students can share thoughts with partners. | Encourage students to expand on thoughts by seeking evidence and through student collaboration. Teacher can redirect and/or prompt if necessary with <i>think alouds</i> | Ask students what they think the article is about. To encourage predictions, provide model, have students work in pairs and/or re-read titles and subtitles. | | Have students add to what they had predicted with accurate information from the text. Encourage students to informally cite portions of the reading. This can be done in groups, in a class or individually. |
| | Entries | | | | | |

References

- All America Reads (2009, October 13). *Before Reading Strategies*. Retrieved from http://www.allamericareads.org/pdf/wyw/strategies/chapter/before_reading.pdf
- Beers, K. (2003). *When kids can't read: what teachers can do*. Portsmouth, NH: Heineman.
- Jennifer Conner, . (2006, July 06). *INSTRUCTIONAL READING STRATEGY: ANTICIPATION GUIDES*. Retrieved from http://www.indiana.edu/~l517/anticipation_guides.htm
- Florida Online Professional Reading Development (2006). *Tea Party*. Retrieved from <http://forpd.ucf.edu/strategies/stratTeaParty.html>
- Hawaii Department of Education (2009, October 13). *TEA PARTY*. Retrieved from <http://spedlit.k12.hi.us/Strategies/TEA%20PARTY.htm>
- Just Read Now . (2009). *Anticipation/Reaction Guide*. Retrieved from <http://www.justreadnow.com/strategies/anticipate.htm>
- Mead School District Learning Services (2009, October 13). *Reading Strategy*. Retrieved from <http://coldfusion.mead.k12.wa.us/ls/subject2.cfm?callvar=teaparty>
- Michigan State University, . (2009). *Interventions for Reading Comprehensions*. Retrieved from https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html
- Olshavsky, J., & Kletzing, K. (1979). Prediction: One Strategy for Reading Success in High School. *Journal of Reading*.
- Qu'Apelle Valley School District, . (2009). *Reading Comprehension Strategies*. Retrieved from <http://www.saskschools.ca/~qvss/curriculum/readcomp.htm#Open%20House>
- Study Guides and Strategies, . (2009). *The KWL Reading Method*. Retrieved from <http://www.studygs.net/texred3.htm>
- The McGraw Hill Companies, . (2009). *Reading Anticipation Guide*. Retrieved from http://www.glencoe.com/sec/teachingtoday/downloads/pdf/anticipation_guide.pdf
- United State Environmental Protection Agency, . (2009, October 12). *Climate Change: Basic Information*. Retrieved from <http://www.epa.gov/climatechange/basicinfo.html>
- University of Central Florida (2006, December 15). *Tea Party*. Retrieved from <http://forpd.ucf.edu/strategies/stratTeaParty.html>
- Vacca, R. T. & Vacca, J.A.L. (2008). *Content area reading, literacy and learning across the content area* (9th ed.). Boston: Pearson Education Inc.

During the reading phase, students are encouraged to take notes, underline or mentally picture main ideas. Reading can occur in groups or individually.

Tea Party aka Open House

| | |
|--|---|
| Create Cards | Depending on topic, take main ideas or exact script and write them on cards to distribute to students. |
| Socialize | Have students roam around and socialize sharing what information they think surrounds their card. |
| Return to Small Groups | Have students meet in small groups (best in 4-5) to discuss predictions. |
| Record Predications | Have students write down they think in a "We Think" statement. |
| Share "We think" Predictions from Groups | Have students share their "We Think" statements with the class, explaining how they arrived at their predications |
| Read Selection | Have students read. If they used posters or large pieces of paper to write down their predictions, post them around the room. |
| Reflect and Discuss | Have students reflect with how any why they made their predictions and how those thoughts an connections changed as they read the text. |

Websites: <http://forpd.ucf.edu/strategies/stratTeaParty.html>
<http://spedlit.k12.hi.us/Strategies/TEA%20PARTY.htm>
<http://coldfusion.mead.k12.wa.us/ls/subject2.cfm?callvar=teaparty>
http://www.allamericareads.org/pdf/wyw/strategies/chapter/before_reading.pdf ***



Charlotte's Web

| Before A/D | Questions focused on main idea | After A/D |
|------------|--|-----------|
| | Are people meant to accept their lot in life? | |
| | Can we change our destiny? | |
| | Do animals have feelings? | |
| | Are bonds made between humans and animals as strong as between humans? | |
| | Is ignorance bliss? | |

ANTICIPATION GUIDES

1. Choose a text.
2. Write several statements that focus on the main ideas of the text.
3. Have the students complete the anticipation guide by either indicating that they agree/disagree or by using plus and minus signs. Can also allow students to share opinions.
4. Have students read text.
5. Have students reflect on the sheet (after reading column) and or discuss in groups the differences between their predictions and the text.

Websites: http://www.indiana.edu/~l517/anticipation_guides.htm
http://www.glencoe.com/sec/teachingtoday/downloads/pdf/anticipation_guide.pdf
<http://www.justreadnow.com/strategies/anticipate.htm>

KWL: what do you **K**now? what do you **W**ant to know? what did you **L**earn?

| K | W | L |
|---|---|---|
| | | |
| | | |
| | | |

1. Ask students to share what they **K**now about a particular topic. Record everything regardless of accuracy. In the **K** column
2. Discuss with the students what they **W**ant to learn from the reading and record in the **W** column.
3. Have students read the article
4. Have students write down what they have **L**earned after reading the article and have them reflect on questions generated in the **W** column.

Websites: https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html
<http://www.studygs.net/texred3.htm>